

CONSOLIDATION

OF

RURAL SCHOOLS

State of Nebraska
Department of Public Instruction
Lincoln, 1910

E. C. BISHOP
State Superintendent



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OF

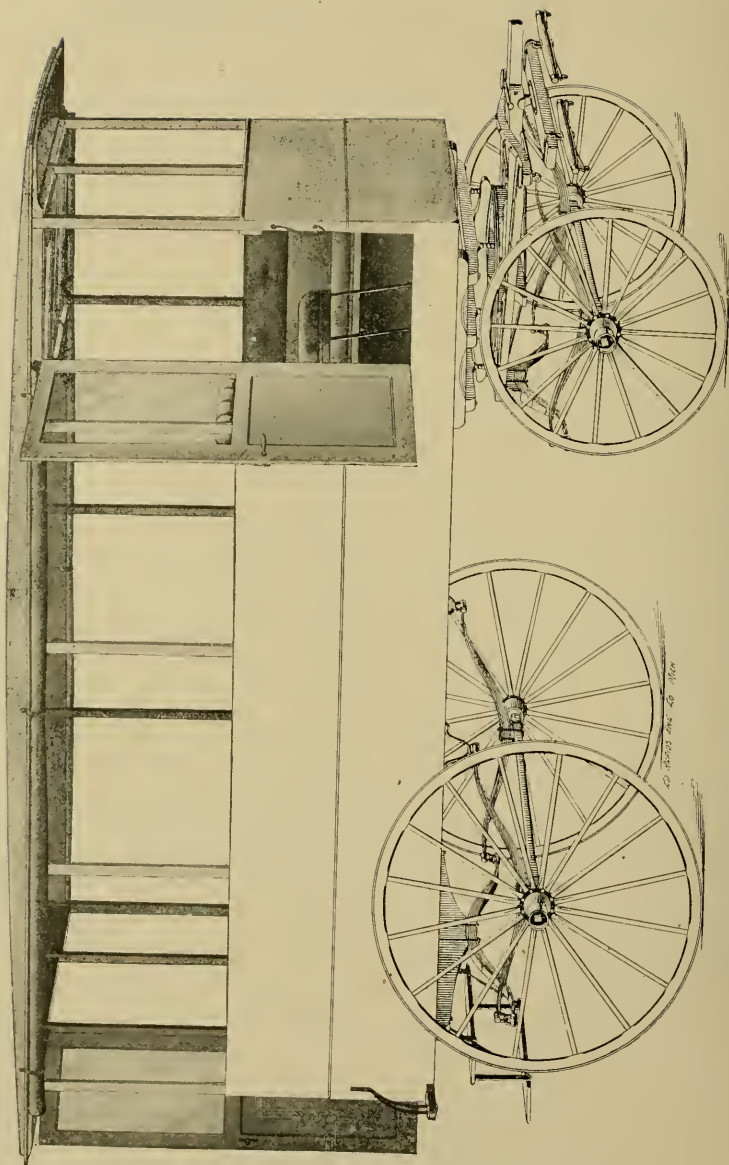
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School Transportation Wagon.
(Delphi Wagon Works, Delphi, Ind.)

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Introduction.

The question of better schools for country children is the most important issue before us today. The lack of schools with modern facilities is the weakest point in the development of the best interests of the American people. Upon the solution of this matter largely depends the future welfare of the country people, which includes the welfare of all the people. What we need now more than any other thing is a system of schools which will educate the country people as successfully as city schools educate city people. The graded schools in cities and in towns of the better class are working toward a condition where their future success is assured. The country needs a system that trains for life and at the same time fits for college without destroying the home or taking the child away from its favorable influence during the period of his development when the home and the school unite in education, training and experiences for the formation of character, the foundation of education and the development of ideals.

Excepting in the most favored communities, satisfactory country schools cannot be established within walking distance of all the pupils. In any satisfactory system, transportation is necessary and must be provided. It is already here in many communities and it will come in all communities which are alive to the educational needs of the time.

Consolidated or centralized country schools does not mean the abolition of the country school with the children taken to the nearest city or town to be educated. What will come out of this is a modern country school for country children, and whether it is located in a small village or at the crossing of the roads it must breathe the atmosphere of country life; it must create a love for country things and it must teach in terms of country life which the country child understands.

In the study of this subject in Nebraska two facts are apparent:

First, that the farmers are really supporting a double school system, one at home by the process of taxation, the other in the nearest town or city in the form of tuition paid for high school privileges. This tuition often amounts to more than enough to pay the salary of the superintendent of the entire city school system to say nothing about the added expense and disadvantage of educating the children away from home and home influence.

The other fact is that in spite of all the arguments as to the impossibility of transporting pupils, pupils are now being transported in large

numbers and have been for years in different sections of the state, often traveling as far as seven miles and back daily during an entire high school course. This is being done in many cases at private expense and often for several members of the same family and for several families in the same school district. Many vehicles follow each other daily in all seasons, in all kinds of weather and over roads good and bad throughout the state leading to high schools.

And so it is that the farmer not only supports his own school system, but because it is insufficient he also helps to support that of his city neighbors. The transportation that is necessary under any system that will provide good schools for country children of high school age is too often managed in the most costly and inconvenient manner that could be devised when the parent is forced to send his children to other districts for education.

Because of a lack of modern facilities many pupils never finish the eight grades of the rural school. They either quit school altogether, never to re-enter, or after they have arrived at the age where they can see the loss to them of a lack of a common school education and are too old to go back into their own school. They must then leave home and at a greater expense attend some academy or preparatory school or too often take a short course in education which does not give them the education which every child in this country has a right to demand. Many of these pupils whose early education has been neglected when they arrive at the age where they can control their own actions get the education despite their handicap in being deprived of it in earlier years. They often make our strongest men and women in professional and business life, but such people should not be handicapped by this delay in education which was caused by a failure to provide the facilities for a country school education when they were at the age and were living at home under conditions which could have resulted in better results for them educationally if facilities for education had been what they should be.

E. C. BISHOP,
Superintendent.

June 1, 1910.

Consolidation of Rural Schools.

WHAT IS MEANT BY CONSOLIDATION.

By consolidation of schools is meant the uniting of two, three or more small and weak schools into one that shall be large enough in point of members to be interesting and strong enough in the way of money to afford a comfortable building, two or more good teachers, and reasonable facilities for work. It also means that outlying territory with but few children shall be combined with a near-by school that is strong, rather than remain organized into a separate but weak district. In its fullest sense it means the uniting of all the schools of a township into one or two so located as to be most accessible, though not necessarily at the geographic center.

Consolidation either in full or in part means the transportation of a portion of the pupils, and this is one of the problems. It is generally accomplished in covered wagons, artificially warmed when necessary, holding fifteen to twenty children and driven by reliable men under contract and bonds as to regularity and good behavior. At first thought this would seem expensive, but experience has shown that this is not the difficulty for it is cheaper to transport a few children than to establish a school for them. This is because a wagon is cheaper than a school house, horses cheaper than fuel, and because drivers cost less than school teachers.

ADVANTAGES OF CONSOLIDATION.

1. It is much cheaper for the same grade of school.
2. At the same expense much better schools can be provided, because fewer teachers being needed a better grade can be secured, a division of labor established, and at least some sort of supervision inaugurated.
3. It makes possible a country school equal in every sense to the best city schools, yet within reach of farm homes. No other system has been tried or even proposed that can accomplish this or guarantee to the country child the same educational advantages as are afforded the city child without taking him out of his home and to the city; or what is the same thing, preserve intact the virility of country life. All this can be accomplished without even a small village as a center, for some of the best schools have no connection with any town, but like country homes stand in the groves as a part of nature.

4. The health of the children is better when conveyed in wagons and landed warm and dry than when sitting all day with wet feet and dragged clothing after tramping through all kinds of roads in all kinds of weather.

5. Children are protected from the danger of those offences to decency and good morals, so common on the road going to and from school, and that are so well understood by everybody who has ever taught a country school.

6. The number who will attend school is found to be larger when children are conveyed; the attendance is more regular and tardiness is unknown.

7. The health is noticeably better, especially as regards colds.

8. The inspiration that comes with numbers puts life into the school that is impossible in classes of one or two each. It also militates against that self-consciousness due to lack of association so often noticeable in country children as it does against the domineering influence of one or two "big scholars" in a small school.

9. The teachers feel and exhibit the effect of contact with other teachers, a condition in marked contrast with that of one working alone month after month with no companionship but that of children.

10. It makes possible the employment of at least one experienced, well-educated, broad-minded teacher, under whose supervision even young and inexperienced teachers covering fewer things will do far better than when working alone trying to teach everything.

11. This makes possible the conduct of a school with the proper regard to the industries and professions of life, **and it is the best way in which agriculture, nature study, and household science can be generally introduced into the country schools.**

12. It equalizes the cost of schooling, making it no more per capita for an outlying, thinly populated district than for any other.

13. It increases property values as a whole for those who care to sell, and it broadens life for those who stay.

14. It eliminates illiteracy on the one hand and on the other the false views of city life so commonly imbibed by school children, thus rationalizing the emigration from country to city.

15. It makes unnecessary the sending of young boys and girls away from home for high school privileges on the one hand, or the breaking up of homes on the other, in "going to town to educate the children."

16. It makes unnecessary the present costly system of sending the young men and women at private expense to village high schools, thus supporting a double system of education for country children.



Centralized School. Powell, Jefferson County, Nebraska. The New Building, a Conveyance and the Children.

STATISTICAL TABLES.

SMALL SCHOOLS IN NEBRASKA.

Statistical table showing the number of districts reporting and the number of districts in each county having an average daily attendance of one to five, six to ten, eleven to fifteen, sixteen to twenty, twenty-one to thirty, thirty-one to forty, and over forty in 1908-1909.

County	No. of Districts	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty-one to Thirty	Thirty-one to Forty	Over Forty	Totals by Counties
Adams	79	3	14	23	18	11	1	8	78
Antelope	110	9	25	27	26	11		6	104
Banner	23	2	7	2	2	1			9
Blaine	28	2	7						11
Boone	85		21	26	17	13		6	83
Box Butte	55	10	20	11	1			2	44
Boyd	76	3	18	18	14	7	2	8	70
Brown	54	4	20	9	3	1	1	3	41
Buffalo	119	2	25	31	15	27	4	9	113
Burt	70	1	7	20	14	19	1	6	68
Butler	93	5	19	21	13	20	2	14	94
Cass	100	2	13	28	18	23		12	96
Cedar	92	5	25	17	15	12	5	7	86
Chase	61	10	19	17	3			3	52
Cherry	83	11	24	25	7	4		7	78
Cheyenne	110	17	34	12	6	3		4	76
Clay	78	1	12	18	24	12	2	9	78
Colfax	59	2	6	10	14	17	3	6	58
Cuming	78	1	18	18	15	19	2	4	77
Custer	253	19	84	64	44	18	9	2	240
Dakota	37		10	8	11	3		5	37
Dawes	87	10	29	12	2			2	55
Dawson	93	4	16	21	23	12	7	8	91
Deuel	56	6	13	4	1	3		2	29
Dixon	82	3	18	22	19	11		9	82
Dodge	85	3	11	30	22	13	4	6	89
Douglas	63		9	5	13	18	3	14	62
Dundy	59	7	21	19	7	3	1	2	60
Fillmore	91	1	15	22	28	14	2	8	90
Franklin	73	1	11	22	17	13	2	7	73
Frontier	104	1	30	46	14	6		5	102
Furnas	105	6	25	31	16	15		8	101
Gage	158	4	31	49	34	22	3	13	156
Garfield	31	2	12	10	4	2		1	31
Gosper	62	6	16	15	14	7		2	60
Grant	7		3	1			1	1	6
Greeley	60	3	10	22	12	7	1	5	60
Hall	73	2	12	17	17	14	3	7	72
Hamilton	100	3	19	35	19	14	1	7	98
Harlan	80	9	21	16	20	9	1	7	83

CONSOLIDATION OF RURAL SCHOOLS.

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County	No. of Districts	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty-one to Thirty	Thirty-one to Forty	Over Forty	Totals by Counties
Hayes	52	8	15	14	7	1	1	1	47
Hitchcock	76	4	25	17	11	5		4	66
Holt	200	45	72	41	13	7	1	6	185
Hooker	4	1		1				2	4
Howard	77	6	12	18	19	10	4	7	76
Jefferson	99	3	16	34	20	11	3	10	97
Johnson	76	2	11	20	25	10		6	74
Kearney	69	2	14	22	13	12	3	4	70
Keith	41	11	14	2	1	3		2	33
Keya Paha	67	8	21	13	3	3		1	49
Kimball	25	7	10	2				1	20
Knox	121	5	27	35	18	11	4	9	109
Lancaster	139	2	7	35	33	26	11	12	146
Lincoln	120	14	26	11	7		2	6	78
Logan	21	5	3	6	1	2	1		18
Loup	26	2	5	7	4	2		1	21
McPherson	23	6	11	3					20
Madison	80	4	14	28	18	8		6	78
Merrick	54	1	1	18	13	10	2	5	50
Nance	66	4	13	24	14	7		3	65
Nemaha	80	1	12	27	20	9	1	7	77
Nuckolls	91	3	20	25	20	10	4	8	90
Otoe	103	3	12	35	22	17	3	10	102
Pawnee	76		14	14	12	19	1	7	67
Perkins	68	26	17	2		3		1	49
Phelps	76		17	29	11	10	2	5	74
Pierce	73	7	15	21	10	13	2	3	71
Platte	79	5	13	22	17	13	3	6	79
Polk	71		12	22	15	15	3	3	70
Red Willow	82	10	21	24	13	7	1	5	81
Richardson	104	2	14	28	26	19	2	10	101
Rock	62	12	22	11	5	1		2	53
Saline	118	5	26	37	23	16	2	8	117
Sarpy	40	1	5	7	13	5	3	7	41
Saunders	114		11	21	29	27	12	11	111
Scotts Bluff	43	2	5	8	4	5	1	5	30
Seward	93	6	17	26	19	13	2	10	93
Sheridan	105	6	22	20	6			2	56
Sherman	74	3	24	23	11	6	1	5	73
Sioux	46	6	10	12	1	2	1	1	33
Stanton	5		8	21	13	8	1	2	53
Thayer	97	5	23	26	12	15	2	9	97
Thomas	8		2	2	1	1	1	1	8
Thurston	27		1	5	6	5	4	4	25
Valley	62	1	8	20	14	11	4	3	61
Washington	56	1	5	10	12	9	11	8	56
Wayne	82	8	19	26	16	6	1	5	81
Webster	80		10	20	25	15	4	6	80
Wheeler	40	8	12	9	1	3		1	34
York	102	4	19	45	15	14	2	7	106
Totals.....	6808	445	1483	1761	1174	833	167	483	6351

CONSOLIDATION OF RURAL SCHOOLS

MADISON COUNTY

Table showing the cost per pupil of maintaining all the country schools, the schools with an average attendance of ten or less and the graded schools of Madison county, 1908-1909.

Dist. No.	Enrollment	Av. Attendance	Length Term	Total Annual Cost	Per Capita Cost per Annum on Av. Att.	Per capita Cost per Month on Av. Att.
8	25	7	9	\$373.48	\$53.35	\$5.93
15	13	8	8	377.35	47.17	5.87
22	7	5	7	306.87	61.37	8.77
23	15	10	8	457.69	45.77	5.72
32	13	6	9	446.58	74.43	8.27
38	17	10	8	364.42	36.44	4.30
51	28	10	8	344.12	34.41	4.30
53	19	10	8	371.92	37.20	4.65
60	10	6	9	502.49	83.75	9.20
62	11	6	7	332.14	63.69	9.10
64	6	3	3	125.51	41.83	13.94
65	20	9	9	424.75	47.20	5.25
70	15	7	7	316.70	45.24	6.46
73	15	5	8	423.52	84.70	10.60
75	8	6	6	259.80	43.30	7.21
Totals...	222	108	114	\$5477.34	\$	\$
Average	15	7	7.6		50.71	6.67

Graded Schools.

Madison.....	492	397	9	\$10,522.84	\$26.51	\$2.94
Norfolk.....	1226	960	9	26,132.78	27.22	3.02
Battle Creek	219	139	9	5,156.47	37.10	4.11
Meadow Gr	161	115	9	3,791.04	32.96	3.67
Newman						
Grove.....	315	233	9	6,309.57	27.08	3.01
Tilden.....	218	183	9	6,348.57	29.12	3.27
Totals.....	2629	2027		\$58,241.27		

Madison County Country Schools.

1783	1021	8	\$43,812.84	\$42.92	\$5.36
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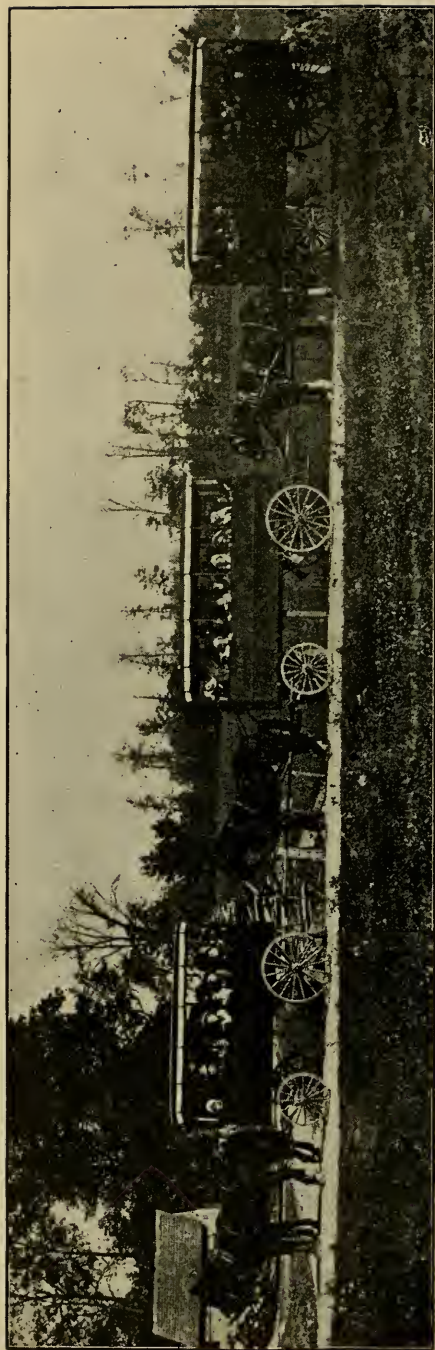
JEFFERSON COUNTY.

Table showing the cost of maintaining country schools, eight grades, with an average attendance of ten or less in Jefferson county compared with the cost of maintaining the Fairbury schools, twelve grades, 1908-1909.

Dist. No.	Enrollment	Av. Attendance	Length term	Total Annual Cost	Per Capita Cost per Annum on Av. Att.	Per capita Cost per Month on Av. Att.
6	17	10	9	\$518.24	\$51.83	\$6.31
9	21	10	9	431.47	46.12	5.76
10	14	7	9	350.62	48.66	6.08
19	16	10	9	492.25	40.23	5.03
26	23	10	9	491.33	40.13	5.02
28	12	10	9	492.75	41.28	5.14
38	9	7	7	394.07	56.29	8.04
43	12	10	8	425.81	42.58	5.32
4	17	7	8	463.40	63.91	8.36
46	15	3	6	321.35	109.78	18.27
48	14	8	9	424.57	53.07	5.89
54	9	6	7	387.55	64.67	9.24
57	10	6	8	540.22	90.03	11.25
73	13	9	8	398.40	44.30	5.54
77	11	7	7	330.00	47.14	6.75
81	14	7	8	512.77	73.25	9.12
84	17	8	7	383.65	47.96	6.85
93	25	8	8	446.25	55.78	6.97
95	7	6	7	310.25	51.71	7.40
99	17	10	7	432.37	43.23	6.17
Totals....	293	159	155	\$8,420.04	\$	\$
Average	14	8	7.75		53.00	6.83
Fairbury 27 teachers	1204	910	9	\$22,981.57	\$25.25	\$2.81



The Old Way. Going to School When the Mercury is Twelve Degrees Below Zero and a Stiff Gale Blowing.



The New Way. Going to School in a Consolidated District: Comfortable, Warm, Safe, Happy Children—All On Time.

IF CONDITIONS WERE REVERSED

The greatest difficulty in consolidating these scattered and weakly schools lies in the fact that it is a "new thing." We grow accustomed or hardened to the disadvantages of a system long in use and come to look upon them as inherent in the case and altogether inevitable, but we have little patience with the difficulties of a new system, many of which are imaginary and others of which will disappear with experience. And so it is that we bear the ills to which we have grown accustomed until they become intolerable, believing always that it is conservatism, and not unthinking apathy that controls us.

It throws light on a situation of this sort to reverse conditions. Suppose that consolidation had been the plan up to date, and that good graded schools doing high school work were established in the country everywhere to which children were transported regularly and landed warm and dry every day, requiring six to eight wagons for each school.

Suppose then the proposition should come up to dissolve these schools; to build eight houses in the township instead of one or two; to hire eight teachers instead of three or four; that each teacher should "try to teach everything;" that the children, even little girls, should walk through mud and slush and in zero weather even as far as two miles or go without education; that under the new system all high school work would of necessity be abandoned. What then would be thought of the present system if it came up as a new proposition for the consideration of sensible men?

The arguments for such a change could not be many. It might sound well to advocate the putting of these horses and drivers to useful work, letting the children walk, but to build eight houses instead of one, and to hire eight teachers instead of three or four, all that a half dozen drivers and teams may earn something in other ways would not seem economy. The schools would certainly suffer as would the health of the little children. Let him who has a lively imagination tell us what the mothers would say whose children had always been transported warm and dry, when it should be seriously proposed that hereafter the little ones should wade while horses and mules spoiling for exercise stand in the barns and kick the boards off for sheer amusement or lack of exercise.

CONCLUSIONS

Whatever differences of opinion may exist among men who have studied this question, all must agree upon the following points:

1. That many country school districts are so small and weak that no school is conducted.
2. That many others consist of but three or four pupils and the expense for elementary schooling frequently rises to more than \$100.00 per pupil, which is higher than the tuition for collegiate instruction.

3. That at least one-third of the country schools are too small to be even fairly successful.

4. That when the school is of fair size, consisting of many classes of few each, with but one teacher to do the work, the time is frittered away in a large number of short recitations, often but five minutes each.

5. That fully one-third of all the teachers have had less than one year's experience.

6. That the best teachers are taken for the graded schools, and that of those available for country schools, from fifty to seventy-five per cent. are "young girls" who have had but little more training than is given in the school they are to attempt to teach.

7. That when schools are established within walking distances of each other, the above mentioned conditions are certain to follow.

8. That as conditions exist today little children walk long distances and suffer much discomfort and ill-health by reason of exposure to storms and from sitting all day with wet feet and damp clothing after wading snow drifts, slush, and mud on the way to school. This is especially true of young girls.

9. That the only way ever tried or even proposed by which these schools can be made effective is to combine them into smaller numbers with fewer and better teachers whose work can then be better divided and better supervised.

10. That the only humane way of putting children of all ages and conditions into school through all kinds of weather is to transport them in wagons that are covered and, when necessary, warmed.

11. That consolidation and transportation tend greatly to lessen expense so that the same grade of schools can be had much cheaper, or a far better grade at the same expense, as patrons may desire, or, if they please, a full equivalent of the best city schools may be established and conducted at slightly greater cost than heretofore and at a much lower rate than in the city.

12. That as things are today without consolidation, country people not only pay more for elementary instruction alone than city schools cost, including the high school course, but, in addition, farmers pay out vast sums for tuition and other expenses of their older children attending city schools for what is not offered at home.

13. That this condition often results in the whole family "moving to town to educate the children" to the damage of the school left behind, to the disadvantage of the business, at the expense of breaking up the old home and at the risk of giving the family false ideas of both city and country life.

14. That the only proper way to educate a child up to and including the high school is to do it without disturbing his home or taking him out of it, and that the country child is entitled to as good an education as the city child and at no more risk or inconvenience to him or his family.

15. That it is not necessary to consolidate about a village school,

but that wherever it is done the result should be a country and not a city school.

16. That consolidation is the only way of securing really good country schools, and it is the only means of introducing the study of agriculture generally into the public schools.

17. No one can avoid the conclusion that the objections offered in advance of trial are mostly either fanciful or selfish; that they are not realized in practice; that consolidation is the only plan tried or proposed by which the country child can secure such an education as modern conditions demand, and such as is already afforded the city child.

18. It cheapens the expense and equalizes the cost; it protects the health and morals of the child and makes the introduction of agriculture and the other industries possible; it enhances the value of farm property as a whole; it brightens and broadens country life; it preserves its virility unimpaired and rationalizes the movement toward population centers. Such difficulties as are found are trivial or transient, or both, and are such as would not stand in the way of any commercial enterprise for a moment.

19. Consolidation of country schools is the solution of the problem of agricultural education and it is the only complete solution that has been offered.

COST

Certainly no plan to change, in any manner, our present system of rural schools can make any headway unless the item of cost is thoroughly considered and understood. However, in any discussion of consolidation, and the expenses incident thereto, it should be remembered that our present system is probably the most extravagant and wasteful, from a money standpoint, that could be devised. It has already been shown that the average rural school costs the taxpayer per capita anywhere from one hundred to several hundred per cent. more than the most elaborate system of city schools.

When we reflect further that one-half of the present number of teachers would be sufficient to teach all of the pupils of the state could they be conveniently grouped, we will readily see that the ultimate outcome of consolidation means a great saving to the people.

In almost every plan of consolidation, the cost after consolidation for the same number of months at the same wages for teachers is considerably less. For the same cost, the term usually can be materially lengthened and the wages of teachers increased.

That our small schools are costing the people an amount entirely out of proportion to the results obtained or the advantages offered has already been shown in a striking manner by the tables found on pages 8 and 9.

In support of the statement that the consolidated school is less expensive per capita, the attention of the reader is called to the following additional facts:

CONSOLIDATION OF RURAL SCHOOLS.

1. Under consolidation there is no duplication of libraries, of apparatus, and of other equipment necessary.

2. A considerable saving in fuel and heating equipment is effected.

3. Less outlay is required for maintenance, repairs and janitor service.

4. Less capital is invested in buildings.

5. In practically every case the number of teachers needed is largely reduced, thus making a definite saving.

6. Ordinarily enough can be saved through the various means suggested to meet the extra cost of transportation. As a reward for this we have a more efficient school, better teachers, a longer term, the possibility of some high-school work and the inspiration of numbers.

The following estimate of certain school districts may serve as a valuable illustration:

ESTIMATING THE COST OF CONSOLIDATION.

Below is an illustration of an average financial exhibit of a proposition to consolidate in a county densely populated:

Original Data, from Records.

No. of District.	Av. Daily Attendance	Months School	Teachers' Wages	Incidental Expenses	Total Expenses
16.....	30	8	\$55.00	\$200.77	\$637.77
17.....	17	7	50.00	125.49	475.49
18.....	12	7	45.00	128.59	443.59
19.....	14	7	36.00	67.23	319.23
20.....	21	7	50.00	92.83	439.83
21.....	13	7	47.00	86.15	419.55
Total.....	107	43	\$283.00	\$701.06	\$2,735.46
Average.....	18	7 1-6	47.16	117.01	482.51

Summary of Expenses Before Consolidation:

Teachers' wages, fuel and repairs for 6 schools.....	\$2,735.06
Interest at 5 per cent. on \$6,000 (estimated) investment in 6 schoolhouses	300.00
Depreciation (estimated) per year on 6 school buildings.....	240.00
	<u>\$3,275.06</u>

Exhibit of Expenses After Consolidation.

3 teachers for 7 1-6 months, at \$47.16 per month.....	\$1,013.94
5 wagons for 7 1-6 months, at \$30 per month.....	1,075.00
Fuel, repairs, etc., for three schools.....	351.03
Interest at 5 per cent. on \$3,000 invested in 3 schoolrooms.....	150.00
Depreciation per year on three schoolrooms.....	120.00
Total	<u>\$2,709.97</u>
Net saving.....	<u>\$ 565.09</u>

By increasing the number of wagons to six, increasing the teachers' wages to \$55 per month and increasing the length of term to eight months, the net saving is still \$37.01.

Minor items almost negligible are omitted in the mode of estimating illustrated above.

The demand of the day is not for cheaper schools, however, but for better schools for the money invested. The question is not so much one of cost as it is one of returns for the money invested. The present rural school system pays very dearly for what it offers in return.



The Sholes School Has Sanitary Water Fountains
and Individual Drinking Cups.

THE SHOLES CONSOLIDATED SCHOOL

The Sholes Consolidated School is one of which the village of Sholes and the community are proud; it is one of which the county of Wayne is proud; and it is one of which all Nebraska should be proud.

But where is Sholes? I venture to say that every one of the readers of this article knows something about the consolidated schools of Winnebago county, Illinois. But why not direct attention for a moment to one of our own consolidated schools located in Wayne county between the thriving towns of Carroll and Randolph in an interesting little village bearing the name of Sholes?

There has been a growing feeling for several years in not a few country communities of Nebraska that the boys and girls of those communities should have better educational advantages than were being afforded by the little one-room country school. Sherman township in Wayne county is one of these districts. Here a need has been felt for better school facilities though they were as good as the average Nebraska country communities allow. But how that need was to be satisfied was not evident till the year 1902 when a railroad switch was put in between Carroll and Randolph at the present site of Sholes. Consolidation was then agitated for several consecutive years in three districts in an effort for a centralized building at Sholes. Finally, the advisability and feasibility of consolidation of schools having been thoroughly discussed, in the spring of 1907, urged by the energetic county superintendent, A. E. Littell, petitions for the consolidation of districts Nos. 30, 67, and 76, were circulated, and after considerable agitation the majority of voters of these districts signed a petition for consolidation.

On December 16, 1907, school was begun in the new building with the following corps of teachers: Principal, Ben F. Robinson; intermediate room, Miss Clara Burson; primary room, Miss Mary Pawelski. Much credit is due Principal Robinson for his tireless efforts in the new work of classification and grading of the pupils. The principal this year is C. O. Oline, a graduate of the Peru State Normal.

The school is housed in a \$6,000 two-and-a-half story frame building, containing four recitation rooms, one laboratory, furnace room, and small shelved rooms for library and text-books. The entire building is heated with a hot air blast furnace, and has a perfect system of ventilation.

On the grounds is a barn which affords room for 24 horses. Each family furnishes its own conveyances, and is assigned a stall. The stalls are separated by a partition as high as the horse's head and are so arranged that a door opens from the outside into every stall at the rear. This arrangement entirely does away with kicking, so there is no danger whatever of the pupils being kicked by other horses than their own.

The grounds also furnish ample room for school-gardening which can

be carried on with great success owing to the richness of the soil. The basement may be used as a "hot-house" where plants may be started early in the spring to be set out in the garden later.

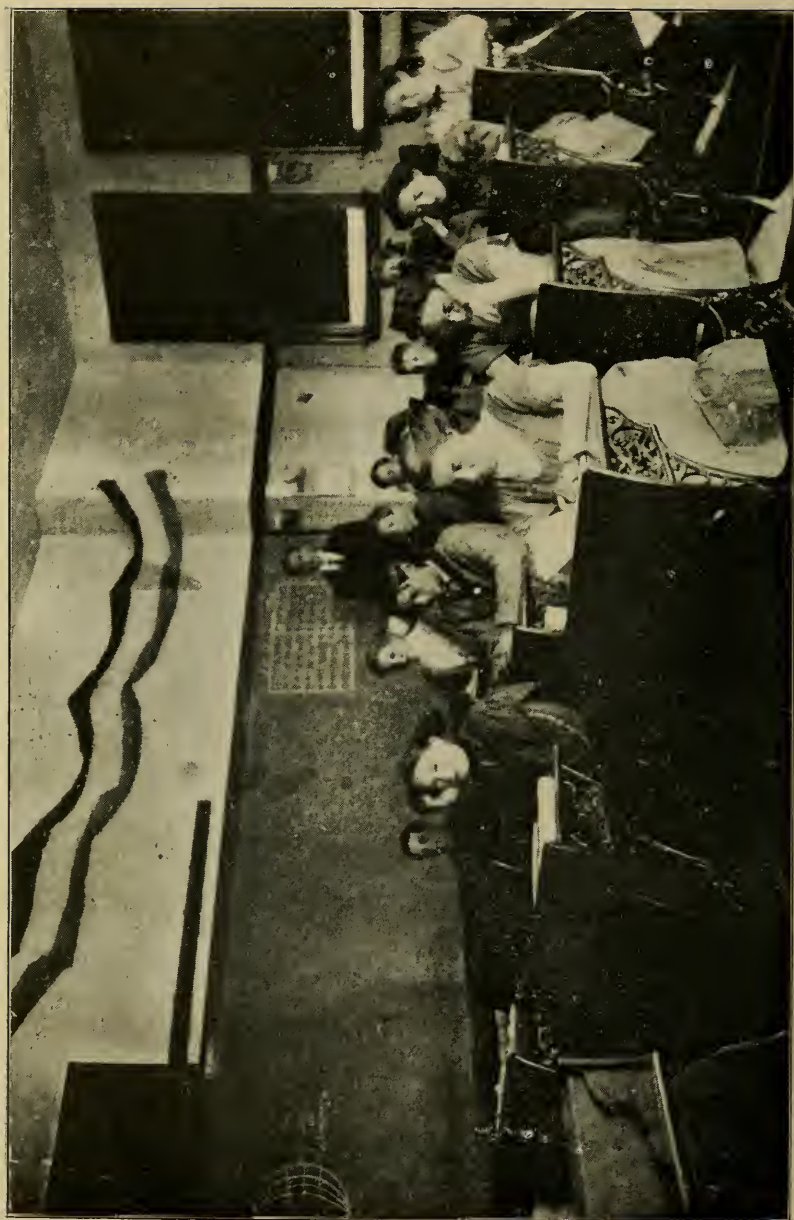
As is the creed of the consolidated schools of Illinois, so is the creed of this consolidated district: "The country child is entitled to every whit as good an educational opportunity as that now enjoyed by the most favored city child attending an American public school. In order to have this equality of educational opportunity for the country child, the country people must spend more money on the country school and spend it to a better advantage." If this district had the money they would not stop short of the best, so bent are they in their efforts that they are even making sacrifices in the use of money to make it a success, and it is a success. True, the expense of carrying on the school is somewhat greater, because of longer terms and more thoroughly trained teachers, but the increase in expense does not begin to compare with the good results obtained. The patrons expect to pay for it, but what of the cost so long as it does not become exorbitant? Is not that a better investment than investing in reform schools, jails, and poor-houses?

Again, the attendance has increased greatly. When a pupil in a rural school is doing irregular, fragmentary work in a class by himself, it is easy to remain absent for the most trivial excuse. In the large class, which progresses in orderly sequence from day to day, the pupil can be made to feel a distinct loss for every day's absence; hence he guards against absence. Aristotle condemned individual instruction on political ground. It may also be condemned on pedagogical grounds. Children need the inspiration of numbers; besides, numbers contain an ethical value.

The big boys and girls also remain in school. The attraction of numbers, the incentive of competition, the social features of the school, the singing and literary exercises, the games, the pleasant, well-ventilated school rooms, the library, the superior teachers and the love of learning, all combine to hold them in school.

Under this system the farm becomes the ideal place to bring up children, enabling them to obtain the advantages enjoyed by our centers of population, and yet to spend their evenings and holiday time in the country, "under the constant wholesome and tender care of father and mother as they gather around the fireside after supper, and in contact with nature and plenty of work, instead of idly loafing about town."

The State of Nebraska should be proud of what the farmers in three districts surrounding Sholes have done. It has all been done by country people of moderate circumstances without a cent donated by outsiders. What this community has done other communities in Nebraska can do. Why not begin next spring to circulate a petition for consolidation of schools? It must come and will come sooner or later. In time, save in exceptional communities, the one-room building will be a thing of the past.



High School Room, Sholes Consolidated District.



Intermediate Room, Sholes Consolidated District.

Following are some quotations collected from parents of the Sholes district:

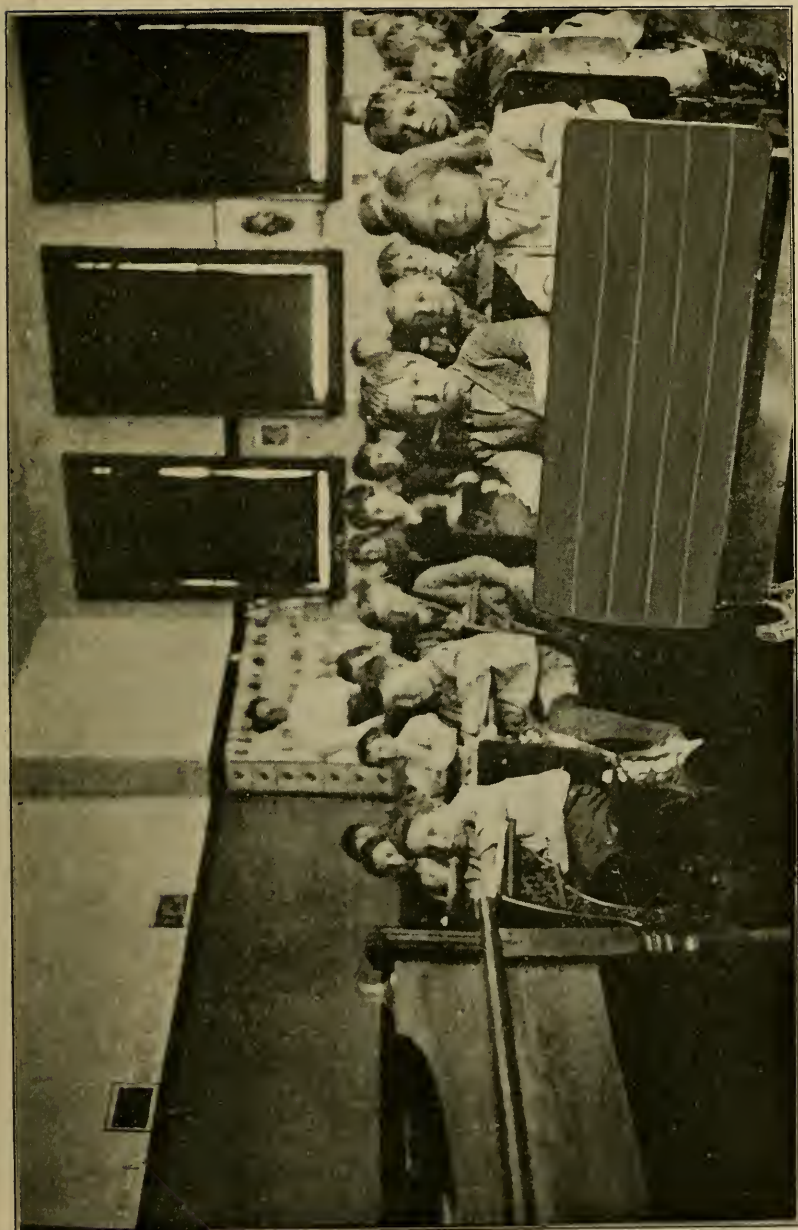
"The system is indeed a success. My children never learned as they are learning now, and they have a greater interest in school than ever before." "Our school compares very favorably with any town school in work done." (From a man who has had children in school in different towns where he has lived.) One mother who has sent her children to the same teacher in the country school who now has charge of the intermediate room says: "My children learn fully twice as fast now under the same teacher as they did before." One farmer says, "I can't keep my children home any more. They like the association with others of the same age and same degree of advancement."

Here is a strong point in favor of consolidation. The great evil of the small rural school lies in its non-social character. It is wholly unable to furnish each of its pupils that educative influence that comes from association with many of the same age and degree of advancement; it cannot have in its many small classes, enough of honest and helpful competition to establish a standard to which many a bright pupil would raise himself, and fails therefore to bring from him that supreme effort which develops and enobles, and which comes only from a vigorous contest with his fellows.

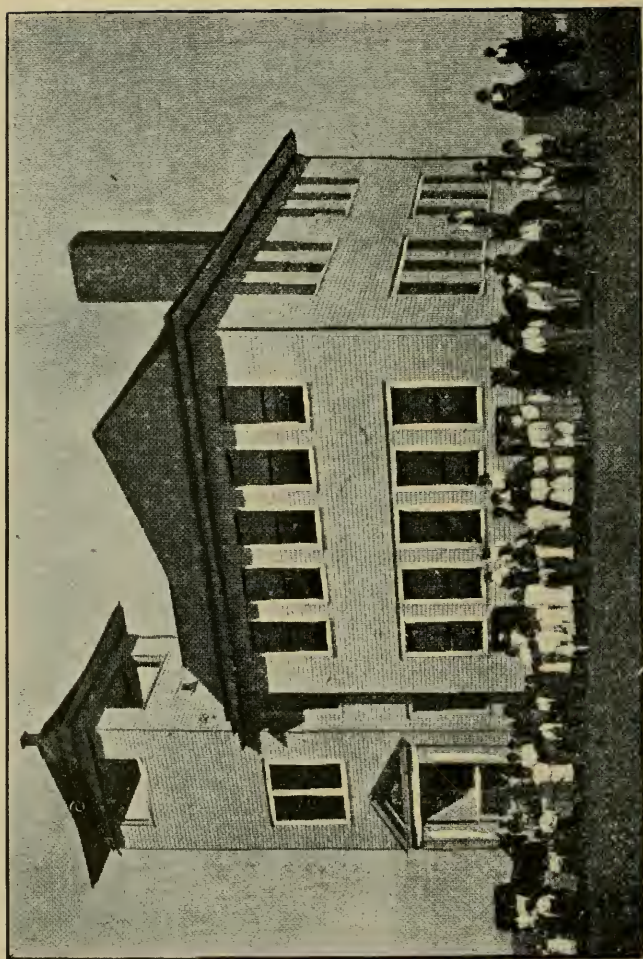
Another farmer says, "There is simply nothing like it. It's the only system. The little ones can go more regularly in winter because the older boys take them even on stormy days." Another says, "Nothing can be said too strongly in favor of it for me." From one and all comes, "They learn faster and are more contented and interested in the work." They like it better all the time; farmers hired men to husk corn last winter that their boys might stay in school. Was that very often done before?



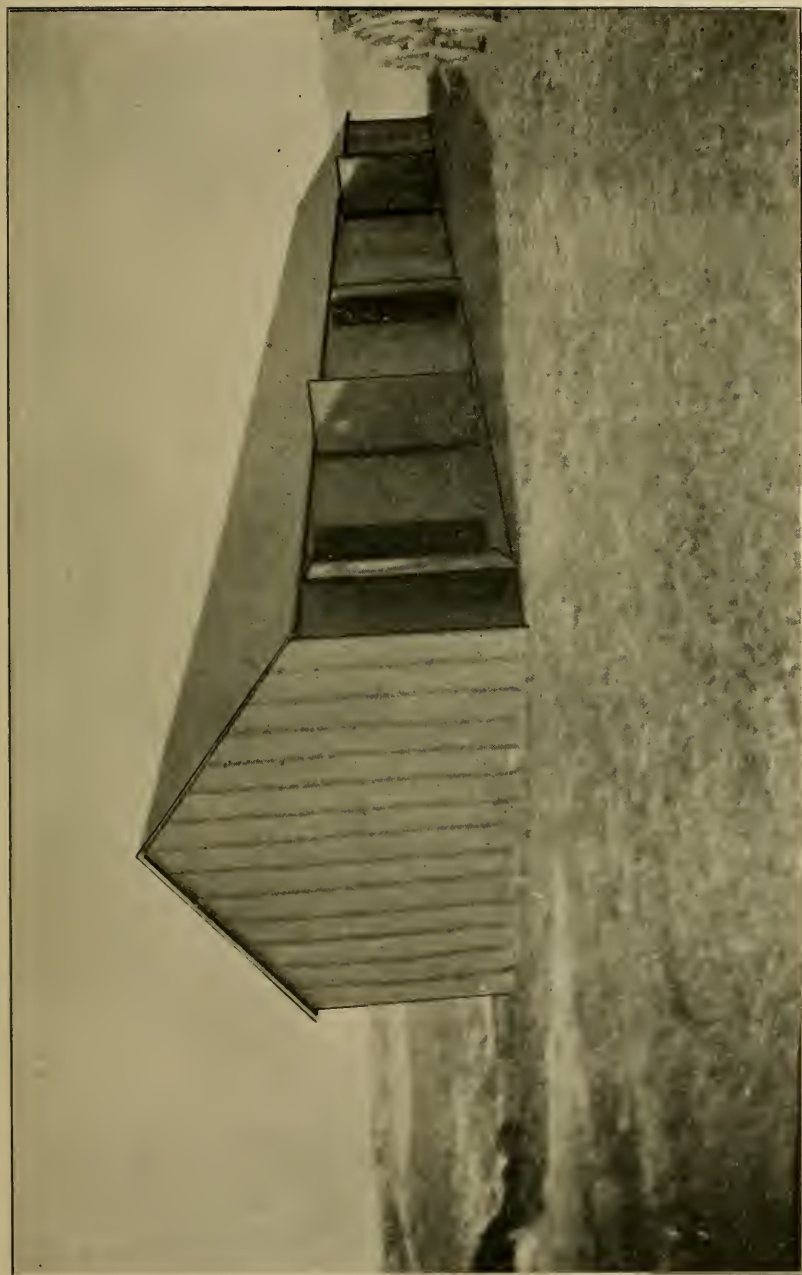
Row of Overshoes Worn by Transported Pupils at Sholes.



Primary Room, Sholes Consolidated District.



The Sholes Consolidated School—The Children and Their Rigs.



Barn on School Grounds, Sholes Consolidated District.

WHAT SOME OTHER NEBRASKA DISTRICTS ARE DOING IN CONSOLIDATION.

Monroe: Two vans are provided to transport pupils from outlying territory. 20 pupils transported.

Hastings: Kindergarten pupils are carried to the central building by means of two wagonettes.

Hershey: District pays parents for transporting their own children.

Central City: Two rural districts contract for school privileges, pay tuition and transport pupils.

Maxwell: Two rural districts were consolidated with the Maxwell district. In one district a van is provided; in the other, the district pays the parents to transport their children to the Maxwell schoolhouse.

Norden: Three districts consolidated with the Norden district. Parents furnish transportation.

Phelps County: District No. 31 consolidated with No. 55. Graded school with two teachers. Transportation provided by parents.

City of Lincoln: Transports 75 pupils by covered vans.

Burt County: Two districts contract with neighboring districts and furnish transportation.

Cass County: Two districts contract with neighboring districts and furnish transportation:

Milligan: Two vans are provided to transport pupils from outlying territory.

Keith County: Two districts contract with neighboring districts and provide transportation.

Meadow Grove: One rural district consolidated with Meadow Grove district. Consolidated district provides transportation for the rural pupils.

Otoe County: Six districts transport pupils to neighboring districts.

Perkins County: Eleven districts provide transportation to neighboring districts.

Swanton: In August, 1907, by a majority petition of both districts, District No. 14 was annexed to District No. 113, in which is the village of Swanton. The consolidated district now has 205 children of school age. Since consolidation one teacher has been added to the teaching force. A wagon is employed to bring the pupils from the more remote parts of the district to school and to take them back at close of school each day. **Result**—Better school equipment, better teachers and better school spirit. The consolidated district held a bond election a few days ago and by an almost unanimous expression voted \$12,000 for the erection of a modern schoolhouse. Consolidation is working excellent results in this instance and will work to the betterment of rural schools in all instances. It is the key to better results in the rural schools.

Gretna: Two vans are provided to transport pupils from outlying territory.

Seward County: Three districts contract with other districts.

Guide Rock: One rural district transports pupils to Guide Rock school.

Hooker County: All the territory of Hooker county is organized into four districts. District Number 2, containing the village of Mullen, has about twenty school houses. This district comprises the larger part of Hooker county.

COUNTY HIGH SCHOOL

(Sections 20-21, Subdivision 6, School Laws of Nebraska.)

Establish county high school—Course of study.—Any county in this state may establish a county high school on the conditions and in the manner hereinafter prescribed for the purpose of affording better educational facilities for pupils who have advanced beyond the eighth grade. For the purpose of this act all grades above the eighth grade in any public school district in this state shall be deemed high school grades. The course of study for high school grades shall be the Nebraska High School Manual issued jointly by the University of Nebraska and the State Superintendent of Public Instruction, or a course of study approved by the State Superintendent of Public Instruction and in addition thereto there shall be taught and practiced in the ninth and tenth grades, manual training, domestic science and the elements of agriculture and in the eleventh and twelfth grades normal training and the theory and practice of agriculture and for the purpose of teaching and practice the board is hereby authorized to purchase the necessary apparatus and material for those purposes, together with a tract of land not less than five acres, conveniently situated to said county high school for actual practice by all of the students or a part of the students under the direction of a competent instructor for experimentation in all forms of agriculture.

Petition—Election—Form of ballot.—Whenever one hundred freeholders residing in any county in this state shall petition the board of county commissioners or the board of county supervisors requesting that a county high school be established in the county, the said board shall proceed to immediately call a special election. Said board shall give the same notice that is required for general elections and shall include in the notice that the question submitted at said special election to the electors of said county at the designated time is; Whether a county high school shall be established in the county? The qualified electors shall vote by ballot for or against the establishment of a county high school. The ballot shall be substantially in the following form:

“For the establishment of a county high school in.....
County, Nebraska.....Yes (....)

“For the establishment of a county high school in.....
County, Nebraska.....No (....)

The electors favoring the establishment of such high school shall mark in the square after “Yes.” Those opposed to the establishment of such high school in the square after “No.” Said special election shall

be conducted in all respects and the returns and canvass made as in general elections.

KIMBALL COUNTY, NEBRASKA, HIGH SCHOOL.

Kimball County High School was the first to be organized under the provisions of the County High School Law.

June 16, 1908, the bond election was held and bonds for \$5,000 were voted. The contract for the building was let February 19, 1909. Building operations were delayed for some time, but the building is now nearly completed.

The county high school was opened the fall of 1908; arrangements were made for the county high school to occupy the upper floor of the Kimball public school building until the new building could be nearly enough completed for occupancy.

Mr. L. F. Kreizinger was made principal of the county high school, and in consideration of the use of the public school building he also supervised the grade work of the Kimball public schools.

A regular high school course was established, and special courses in domestic science, manual training, agriculture and normal training were established as provided by law. During the school year 1908-1909 domestic science and manual training were carried in grades 11 and 12 rather than in grades 9 and 10. This arrangement was made in order that those completing the high school course that year could have the advantages of this special work. These courses are given this year in the 10th and 11th grades, and the arrangement is for them to be given next year in the regular places,—in the 9th and 10th grades. The course in agriculture continues throughout the four years. The course in normal training is given in the 11th and 12th grades.

Since September 10, 1909, the county high school was transferred to the court house building, the high school using the court room as an assembly room and different offices as recitation rooms. Since January, 1910, the second floor of the new building has been occupied. This includes the assembly room, one large recitation room, library and office, and on the lower floor there is one large recitation room, science and store-room, hall, and three cloak rooms. The basement is provided with a furnace room, a steam heating plant and rooms for domestic science and manual training.

The school is now organized as a regular four year high school with three years accredited to the University of Nebraska. It is expected that the course of study as carried the ensuing year will be such that it can become a four year accredited high school.

Kimball county is thus enabled to provide free high school instruction for all the young people of the county and to give them, in addition thereto, courses in agriculture, domestic science, manual training, and normal training.

RURAL HIGH SCHOOL.

The school law of Nebraska provides that any two or more adjoining school districts in any county of the state which are not able or do not deem it expedient to maintain a school of more than eight (8) grades may unite for the purpose of forming one high school district and maintaining one high school as hereinafter provided. (For detailed information as to method of forming rural high school district, see Sections 9 to 19, Subdivision 6, School Laws of Nebraska.)

HOW TO CONSOLIDATE

The consolidation of school districts is one of the most important and delicate of the superintendent's duties, always to be performed with great care and deliberation. It must not be confused with the discretionary power of the superintendent to create a new district from other organized districts upon petition signed by one-third of the legal voters in each district affected. See condition **first**, section 4, subdivision 1, School Laws. The creation of a new district under this provision will not permit the discontinuance of any district. The consolidation of school districts contemplates the discontinuance of one or more districts every time a consolidation is perfected. "One district may be discontinued and its territory attached to other adjoining districts (or district), upon petitions signed by **one-half** of the legal voters in each district affected." See **fourth** condition, section 4, subdivision 1, School Laws.

It must be remembered that the petitions for the consolidation of two or more school districts shall contain an exact statement of what changes in district boundaries are proposed. The notices of said petition shall be likewise specific relative to changes proposed. Said notices shall be posted in three public places, one of which places shall be upon the outer door of the schoolhouse, if there be one, in each district affected, or territory not organized into districts proposed to be attached to an existing district, at least ten (10) days prior to the time of presenting the petitions to the county superintendent; provided, that changes affecting cities (districts organized under subdivision 14, 14a, or 17) shall be made upon the petition of the board of education of the district or districts affected.

Suppose districts Numbers 1, 2, 3 and 4 of a certain county desire to consolidate with District No. 5. Separate petitions must be circulated in each of these districts, 1, 2, 3 and 4, asking to be discontinued and to have its territory attached to District No. 5, which district shall retain its old number. Four separate petitions must also be circulated in District No. 5; one asking that the territory of District No. 1 be attached to District No. 5; one asking that the territory in District No. 2 be attached to District No. 5; one asking that the territory in District

No. 3 be attached to District No. 5; and one asking that the territory in District No. 4 be attached to District No. 5. This plan is somewhat cumbersome, it is true, but under the existing statute it is the only legal way. The consolidated district shall take the number of the said District No. 5, and be under the control of its officers until the annual meeting, when it may organize as a high school district; provided, it contains more than one hundred and fifty children between the ages of five and twenty-one years. See section 1, subdivision 6, School Laws.

The limits to which consolidation may be carried is left to the good judgment and discretion of the county superintendent. Every consolidation of school districts must be determined by the circumstances and conditions surrounding it. The only manner by which free transportation of pupils may be obtained is according to the statute given in sections 4b and 4c, subdivision 5, School Laws.

Where several districts are consolidated, the new district not only becomes invested with the property rights of the former, but also becomes answerable for their debts. This includes bonded indebtedness as well as all other obligations. For the court's decision and exposition of the law on this question, see 15 Nebraska Reports, pages 1 to 7, inclusive.

After several districts have been consolidated, any property which shall no longer be needed for the use of the new district may be sold by the district board of such district when authorized and directed by a two-thirds vote of the qualified voters, present and voting, at any annual or special meeting; and when real estate is sold the district may convey the same by deed, signed by the moderator of the district, and such deed, when acknowledged by such officer to be the act of the district, may be recorded in the office of the recorder of deeds of the county in which the real estate is situated, in like manner as other deeds.

BURNS CONSOLIDATED SCHOOL, MARION COUNTY, KANSAS.

The following report of the consolidated school of Burns, Marion County, Kansas, made by C. C. Starr, assistant state superintendent of public instruction, is interesting:

The Burns school was consolidated in 1904. The district was originally formed out of five separate school districts. In 1906 an additional district made application for admission to the consolidated district and it was admitted, so that now the consolidated district consists of what were originally six separate school districts, and the area comprised is forty-three square miles, or considerably more than a congressional township. While the last district that joined the consolidated district is farther from the central school than is ordinarily advised for such districts, that district estimated that the advantages of the consolidated school would be superior to the disadvantages of the long distance to school. Experience has demonstrated the truth of this.

Another district, lying outside, is sending seven pupils and paying their tuition.

Before consolidation the Burns district employed two teachers and did not have a high school. The year following four teachers were required. The next year they had five teachers, and now six teachers are employed. The school occupies a modern six-room school building. A four-year high-school

course is maintained which admits to the University of Kansas. Two high-school teachers are employed, one of whom was added in 1907.

While the population of Burns is about the same as the population of the remainder of the consolidated districts, a majority of the pupils attending the high school are from the country. The pupils in the upper grades (who recall their experience as pupils in the smaller rural schools) unanimously preferred the consolidated school. The reasons the pupils gave for the preference are as follows: Their school now has better teachers, there are more pupils to associate with, the larger classes are more interesting, they make more progress, understand their lessons better, and teachers have time to give the proper amount of attention to each subject. It is more agreeable to ride the long distance to school than to walk to the country schools.

Upon inquiry from the pupils who attend from the country as to what their chances would have been of attending high school if the consolidated school had not been formed, a very large majority stated that the chances are that they would not have had an opportunity to secure a high-school education. A few stated that they thought they would have been able to attend a high school as their parents told them that they had intended to try to send them away to a high school.

At the close of school I selected the wagon that goes to the most remote portion of the district, with a view to sharing the experience of the pupils while being transported. The distance to the end of the trip was ten and one-half miles—a distance much greater than is ordinarily recommended for transportation. The time required to make the trip was one hour and thirty minutes. The pupils stated that they liked to ride and did not get tired. Some said that they get a little cold sometimes—a suggestion that the wagons should be heated in the coldest weather. Neither drivers nor pupils expressed any dissatisfaction with the mode of transportation, and the people from the country with whom I conversed expressed themselves as being entirely satisfied with their system of transportation.

After extensive inquiry, no person could be found in the district who would be willing to go back to the old system of separate small schools. There is a general belief that the schools are far better than under the old plan, and that the community, through consolidation, has taken a long step forward educationally.

Mr. M. C. Martin, principal of the school, reported that the positions of the teachers are more desirable than those in the rural schools, that the district can always secure the best teachers from the rural schools of the surrounding country, and that they would teach for lower wages in the consolidated school.

Pupils in upper grades who recall the old way always vote unanimously in favor of the consolidated school. It is more to the interest of the country than to the town to consolidate, where consolidation is with a town school. Consolidation has practically eliminated tardiness. The outdoor exercises are basket-ball, baseball and track work.

J. S. Crawford, who has been treasurer of the consolidated school district since its organization, and who before consolidation was a teacher in the Burns school, gave the following information:

"Most of the drivers of the wagons are trustworthy young men attending the high school. On the whole they prove to be the most satisfactory drivers. One wagon is driven very satisfactorily by a woman. The wagons are owned by the district and can be entirely closed. The drivers contract to keep the wagons in repair. The cost of the wagons was \$130 each. There are plenty of applications by persons desiring to secure an appointment as driver. During the day the teams are kept in the sheds that have been erected on the school-grounds.

"In but a few cases has it been necessary to use three horses on account of muddy roads, and it has never been necessary to use a larger number.

"In practice the pupils see the wagons coming and are ready to enter as soon as the wagons arrive. No difficulty has been experienced on account of waiting for pupils who are not ready. There is no demand for a mode of transportation other than the one now in use.

"Fewer, on account of sickness, are absent from the country than from the town. In case of sickness the pupil is taken to the doctor, and if advisable, the pupil is driven home in a closed carriage at the expense of the district.

"All the patrons of the district are satisfied with the consolidated school. The schools are now 100 per cent. better than they were before consolidation.

"The increase in the value of real estate throughout the consolidated district on account of the consolidated schools is at least five dollars per acre. The first question asked by people wanting to buy land in the neighborhood is whether the land is inside consolidated districts. I have known of a number of men having refused to purchase land because it is located outside of the consolidated district."

The following letter from Mr. W. E. Peyton, editor of the Burns Citizen, and a resident of the consolidated district, contains most interesting views as to the value in dollars and cents to a community of a consolidated school:

Burns, Kan., March 30, 1908.

Supt. E. T. Fairchild, Topeka, Kan.:

My Dear Sir—Having been requested by you to briefly state the relation of a consolidated school to land values, will say that we have in Burns, a city of 450 people, an ideal, in-every-way satisfactory consolidated school that no one would part with for any other plan. It does give satisfaction in every respect.

Its relation to land values is hard to get at, through the fact that many other things are brought to bear upon real estate values, but the proposition is this: If a good school is of any value to adjoining land, then it does affect land values, and if the method of conducting the school is improved upon, then it increases the value of land. Another fact pertinent to this question is that all our real estate agents push the consolidated school in advertising and in conversation with buyers as a primary reason for purchasing, either for a home or an investment. It has been my experience in the real estate business that a man will pay more for land that has the very best school facilities. It is my opinion that our consolidated school in Burns has added an average value of not less than five dollars per acre on every acre in the district, and I think that all the patrons of this school and the business men of the city will bear me out in this statement, and will consider it a very conservative estimate.

Having sold land, and knowing conditions both before and after the consolidation plan went into operation,, I am safe in saying that if depreciation ever does set in on land that it will be demonstrated beyond dispute that our land will sell for five dollars an acre more, all other conditions being equal, than any city without school facilities of this high class.

A few of its features, as we know them, are that a child can get a high-school education, be ready to enter the State University, and yet remain at home under parental supervision while doing this; a better corps of teachers can be maintained at a smaller expense than under the old plan, and each pupil receive more personal attention from the teacher in a graded school than is possible to give them in a country school; the classes are larger in all departments, stimulating competitive work, a strong factor in the development of a child. Light, heat and ventilation are supplied in a healthy manner. It wholly eliminates tardiness and preserves the health of the pupil whose constitution will not stand walking through mud and snow.

In county contests, the country district pupils, that otherwise would be entirely ignored, are enabled to take a prominent and dignified part. If the proof of the pudding is in the eating, we Burns people, taxpayers and all, have proved the merits of the consolidated plan to our entire satisfaction.

Any one desiring any further information concerning our school and its work will have his questions promptly answered by addressing,

W. E. PAYTON, Burns, Kan.



Consolidated School, Burns, Marion County, Kansas.

THE FIRST CONSOLIDATED SCHOOL IN ILLINOIS.

The first consolidated school in Illinois was organized in Winnebago county, and the school opened at the central building February 1, 1904.

The first movement towards consolidation was in February, 1899, when the citizens of Seward and vicinity invited O. J. Kern, superintendent of schools of Winnebago county to deliver an address upon the subject, "Township High Schools." This was with a view of organizing such a school at the village of Seward, which is a small station on the Illinois Central Railroad, fifteen miles from Rockford. This address was delivered February 22, 1899, the superintendent taking the position that what was needed at Seward was not a township school, but the consolidation of a number of the outlying small district schools. The idea was not well received at the time, only one or two expressing assent to the position taken by the superintendent.

Sentiment grew, however, and in March, 1903, petitions looking toward consolidation were circulated in three districts, 90, 91, and 93. In district 90, thirty-seven favored and twelve opposed the project; in district 91 fifteen favored and eleven opposed, and in district 93 twenty-one favored and five opposed.

Thus was organized the first consolidated district, covering exactly one-third of the township, which is six miles square. It contains, therefore, twelve sections or 7,680 acres of land, with an assessed valuation of \$146,315. As real estate is assessed at one-fifth cash value this indicates that the total property of this district, real and personal, is not far from a million dollars.

A few days after organizing, by a vote of thirty-eight for and fifteen against, the people voted to bond the district for \$7,000 for ten years' time at 4 per cent, and to erect a modern school house large enough for present and prospective needs. A little later by a vote of forty-seven to one a site of 3.6 acres of land was purchased at a thousand dollars. Plans were drawn and contracts let for a \$6,000 building.

Accompanying cuts show the front elevation and the floor plans of this building, as well as exterior views of the three schools houses abandoned.

This new building contains four rooms, each capable of accommodating fifty pupils; and in the basement are two large well-lighted rooms intended for workshop and for household science, respectively. Over the furnace room in the first story are coat rooms, and in the second story, the laboratory and library. The walls of the building are tastefully tinted, the blackboards are of slate, and the floors throughout of hard maple. It is in every way an up-to-date and beautiful building, heated by two furnaces and seemingly perfectly ventilated. It stands near one corner of the site of 3.6 acres, plans for the beautifying of which have been made by students of the University of Illinois under the direction of Professor J. C. Blair.

This building was dedicated January 30, with appropriate exercises. School opened the Monday following, February 1, with an attendance of



ABANDONED BUILDINGS
WITH CONSOLIDATED
SCHOOL BUILDING IN
SEWARD TOWNSHIP,
THE FIRST IN
ILLINOIS



103 pupils, 15 of whom were non-residents who will pay tuition, leaving eighty-eight as representing the attendance from the three consolidated districts. It is a significant fact that the total registration in the three abandoned districts during the entire previous year was only seventy-nine, yet here on the first day upon the opening of the consolidated school eighty-eight young people presented themselves, a gain of nine the first day as compared with the total registration under the old plan. This school will do all the work heretofore attempted by the abandoned schools and two years' high school work in addition.

Three small weak schools quartered in old battered houses were here merged into a single school, well housed in an up-to-date modern building. Under the system of instruction it will guarantee the pupils the work not only of the grades, but that of a two years' high school as well, at a cost of less than \$1.00 per acre of the land covered by the district. The advantages to this community are evident; indeed they are so apparent in Winnebago County that already three other communities are moving in the same direction.

More than to any one else credit is due to Superintendent Kern, not only for the achievement at Seward, but for the sentiment of the county, which will proceed to organize still other similar schools.

TRANSPORTATION RULES AND REGULATIONS, MADISON TOWNSHIP, LAKE COUNTY, OHIO.

1. All pupils shall be ready in the morning at the usual time for the hack to arrive at their respective home or at the place of meeting, if hack does not pass their home. Drivers shall reach said homes and meeting places the same time each day and shall not be required to wait more than two minutes for pupils.

2. The first to enter the hack in the morning shall be seated in front and the others next, in the order in which they enter, and shall occupy the same places in the hack at night in order that there may be no confusion in entering and leaving the hack.

3. There shall be no profane or immoral language, quarreling or improper conduct in the hack.

4. Pupils shall not be saucy or disrespectful to the driver of the hack or those whom they may meet while riding in the hack.

5. The right of pupils to ride in the hacks is conditioned on their good behavior and the observance of the above rules and regulations, and the drivers of the hacks are hereby respectively authorized and empowered to enforce the same.

6. If any pupil persist in disobeying any of the above rules, the driver shall notify said pupil's parents or guardian of his or her conduct and the result of the same if continued, and if the same be not corrected at once the driver shall thereupon forbid such disobedient pupil the privilege of riding in the hack until such a time as the matter can be brought before the Board of Education.

7. A copy of these rules and regulations shall be posted in each hack and also in the several school buildings to which pupils are transported.

SAMPLE CONTRACT FOR THE TRANSPORTATION OF PUPILS.

This Agreement made by and between the Board of Education of Madison Township, Lake County, Ohio, Party of the first part, and.....
....., party of the second part.

Witnesseth, That said party of the second part agrees to transport the pupils to and from district hereinafter specified for the full school year, in accordance with the specifications which form a part of this contract for the sum of \$..... payable bi-monthly, which sum said party of the first part agrees to pay for services well and truly rendered in accordance with the specification of this contract.

Specifications.

1. Said party of the second part agrees to transport all pupils of Sub-district No. to Sub-district No., Madison Township.

2. To furnish a good covered spring wagon or vehicle which can be closed or open at sides and end as the weather requires, and with sufficient seating capacity to accommodate the pupils of said Sub-district No. without crowding. Conveyance to be acceptable to the Transportation Committee of the Board of Education.

3. To furnish the necessary robes or blankets to keep the children comfortable, and, in very cold weather, shall provide an oil stove or soap-stones to heat the interior of the vehicle.

4. To provide a good team of horses to haul said vehicle and children. Said team must be gentle and not afraid of the cars, and must be driven by the contractor or a good trusty person of adult age, said team and driver to be acceptable to said Transportation Committee, and said driver shall have full control of the children while under his charge, and shall be responsible for their conduct. No profane or immoral language, quarreling or improper conduct shall be allowed in the conveyance.

5. To cause conveyance with pupils to arrive at the school house in Sub-district No. not earlier than 8:45 a. m., nor later than 8:55 a. m. (sun time).

6. To collect pupils on the following described route:

....., President of Board.

....., Clerk of Board

Madison, O., ... 190...., A. D.

BOND.

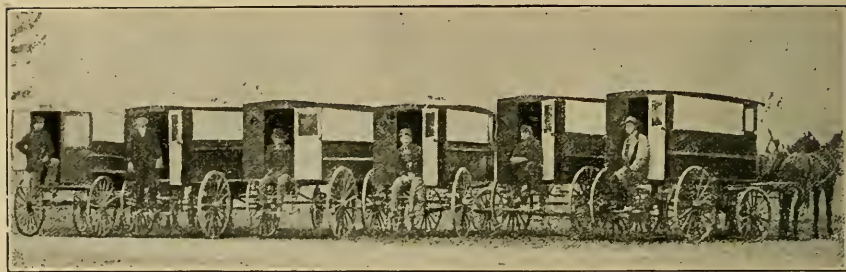
Know All Men by These Presents, that we, ... as principal, and and as sureties, are held and firmly bound unto the Board of Education of Madison Township, Lake County, Ohio, in the sum of one hundred dollars, for the payment of which we jointly and severally bind ourselves.

The condition of the above obligation is this: That the said contractor has this day entered into the above contract to transport pupils from Sub-district No. to Sub-district No., of said township. Now, if the said contractor shall well and truly perform the conditions of said contract on his part to be performed, then this obligation shall be void; otherwise it shall remain in full force and virtue in law.

Bond approved this day of 190.... A. D.

....., Clerk., Surety

....., President., Surety



Transportation Wagons Waiting for School to Close.



Ready for the Ride Home.



A Consolidated Rural School at Amo, Indiana.

THE WORTH OF A BOY

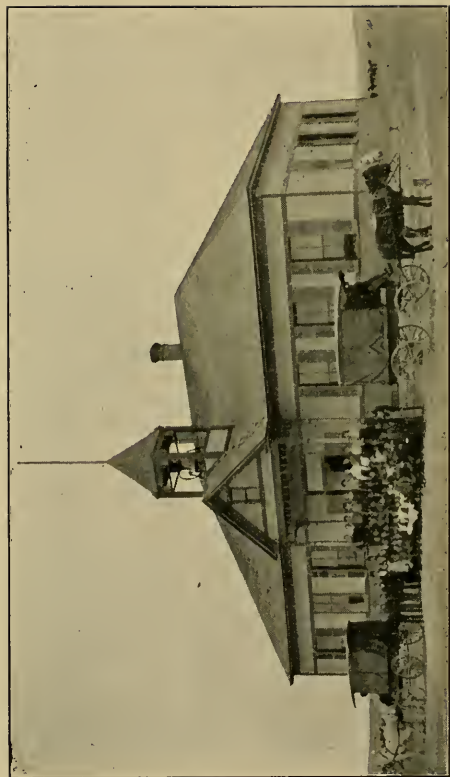
What is a boy worth? What is an education worth? An Indiana jury awarded \$599.99 for the killing of a boy. A friend of mine, who is a superintendent in West Virginia, called that award an outrage. I asked him why. He answered: "To say nothing of the value of the boy's personality and all that a boy is to his father and mother and home, the commercial value of a boy's time at school is more than the award of that Indiana jury." I asked him how he made the calculation. He said: "You find the value of a boy's time at school by subtracting the earnings of a life of uneducated labor from the earnings of a life of educated labor." Then he gave me a calculation that I have used this year before every institute, for I am anxious to get it into the daily papers, to have it carried to every school room and put upon every blackboard, so that the pupils may carry it home and discuss it with their parents.

He said: "If an uneducated man earns \$1.50 a day for 300 days in a year, he does very well; and if he keeps it up for forty years he will earn $\$1.50 \times 300 \times 40$, or \$18,000. An educated man is not generally paid by the day, but by the month and by the year. If you will strike an average of the earnings of educated men, beginning with the President of the United States, who earns \$50,000 a year, the presidents of the insurance companies and of large railroad companies, and run down the scale until you come to the lower walks in point of earnings among educated men, you will admit that \$1,000 is a low average for the earnings of educated labor. For forty years you have \$40,000 as the earnings of an educated man. Subtract \$18,000 from \$40,000, and the difference, or \$22,000, must represent the value of a boy's time spent at school getting an education."

You will all admit that a man who works with his hands at unskilled labor puts forth as much muscular effort as a man who earns a livelihood by his wits and education. Now, if \$22,000 represents the value of time a boy spends at school getting an education, what is the value of a day spent at school?

The average school life of every boy and girl in Massachusetts is seven years of 200 days each; let us say that it takes four years more to get a good education. Reckoning eleven years of 200 days each, you will find that the 2,200 days at school are equal to \$22,000, and a simple division on the blackboard will bring it home to the comprehension of every boy that each day at school, properly spent, must be worth ten dollars.

One director asks whether it is a violation of the compulsory law if a farmer keeps at home his eleven-year-old boy to plow, because it costs one dollar a day to get some man to do it. While he is putting one dollar into his own pocket, he is robbing the boy of ten dollars in the shape of future earning capacity. Is not that high-handed robbery by the father of his own child?—State Superintendent N. C. Schaeffer, in Pennsylvania Report.



Maxwell Public School and Transportation Wagons.

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